

Abstract

In this study, 155 Helper Junior High students were surveyed to establish baseline data of the verbal bullying situation at the school. The survey was part of a national No Name Calling Week activity. Findings indicated that a majority of all students reported some type of experiences with verbal harassment/bullying during the school year. Specific types of verbal bullying were identified. The survey identified common areas as the place most likely for verbal assaults to occur. Survey also identified students response(s) to bullying.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Helper Junior High District: Carbon

Target Group: (whole school, entire class, grade level) Whole School (Grades 7-9)

Target Group selection is based upon the following data/information/school improvement goals: Rising concern regarding bullying

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Bullying/Harassment Prevention	Establish base line data for ongoing student training on bullying prevention	1. Pretest/survey 2. Presentation 3. Post test	Feb 20-23 2007	155	7 th grade TLC 8 th grade FACS/Health 9 th grade Geography	1. Pretest Bullying Survey created by GLSEN, Inc. 2. Post test "Test as you go" information sheet

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Helper Junior High District: Carbon

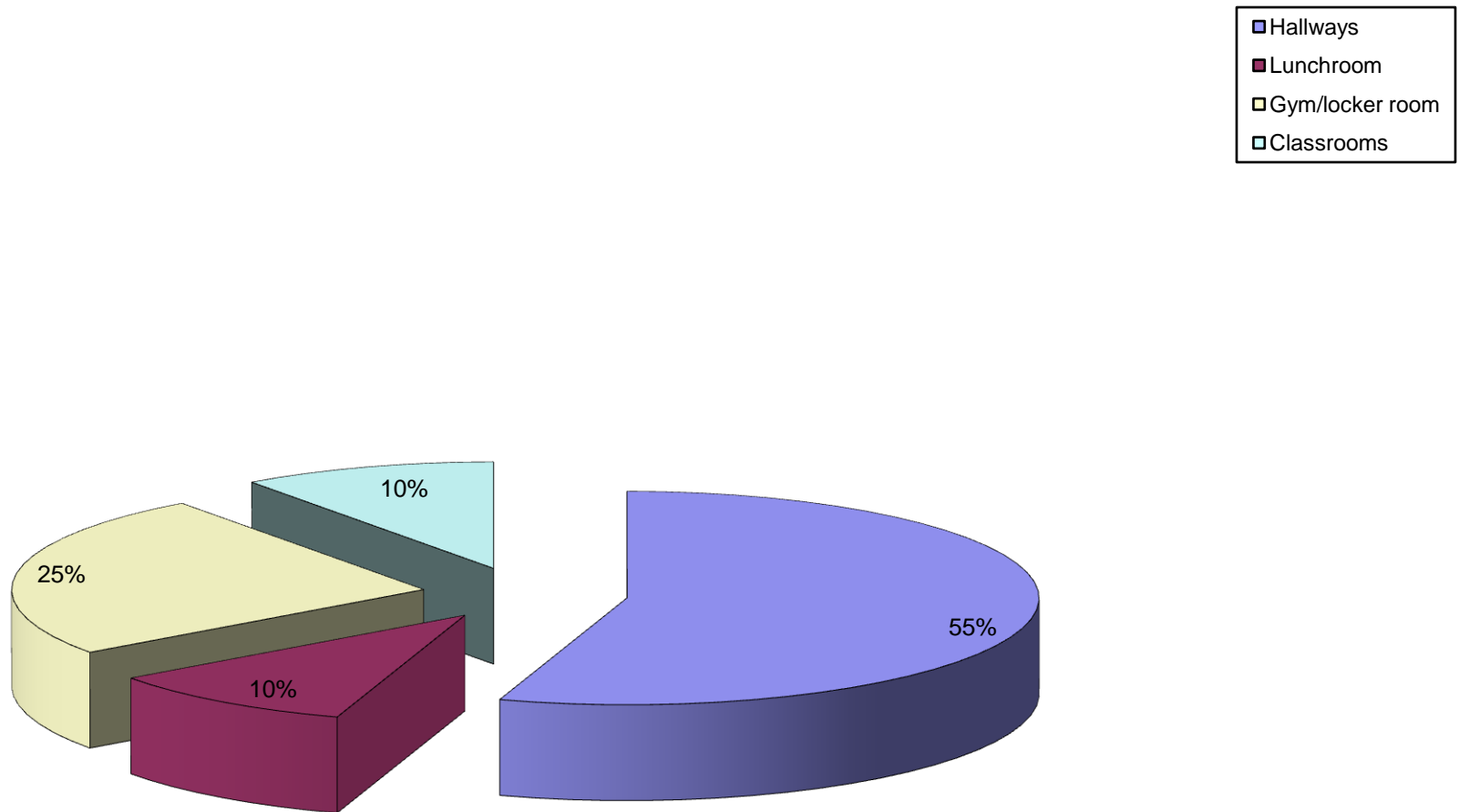
Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
K Kone	All Students (grades 7-9)	1. Student survey 2. Lecture/Presentation 3. Post test- "Test as you go"	Feb 20-23 2007	155	See attached data	Project was used as baseline data for: 1. identifying scope of bullying issues (specific behaviors, places, responses) 2. educate students with knowledge of prevention skills, reporting techniques, consequences	1. Verbal-bullying is widespread 2. Need for ongoing education of students and parents 3. Need for clearly defined district policy with consequences

Principal's Signature _____

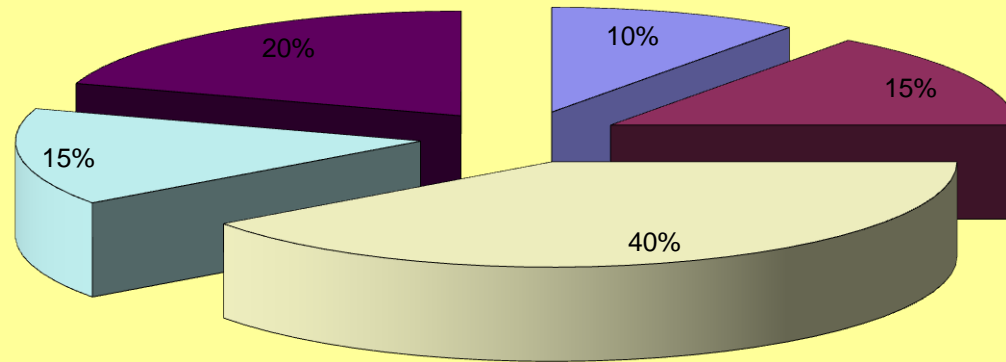
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*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Most common location for verbal bullying

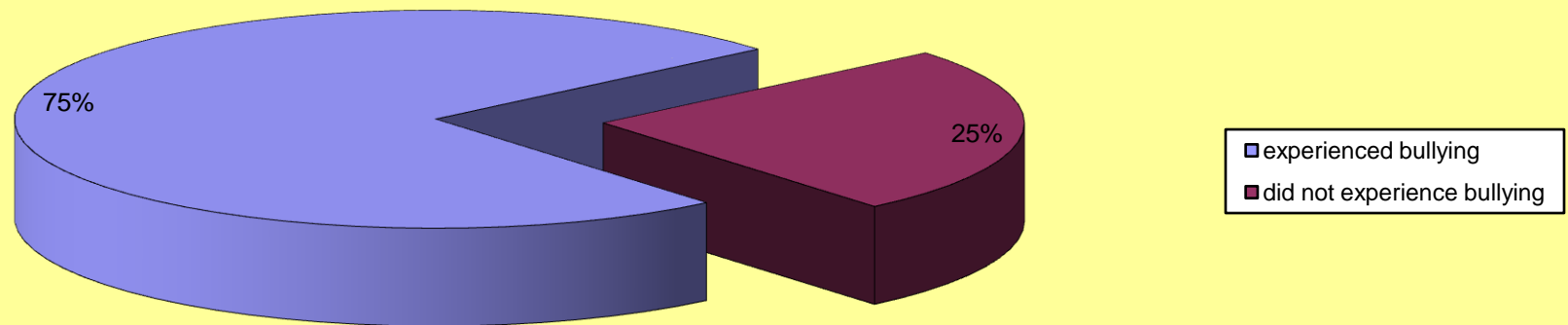


Types of Verbal Bullying

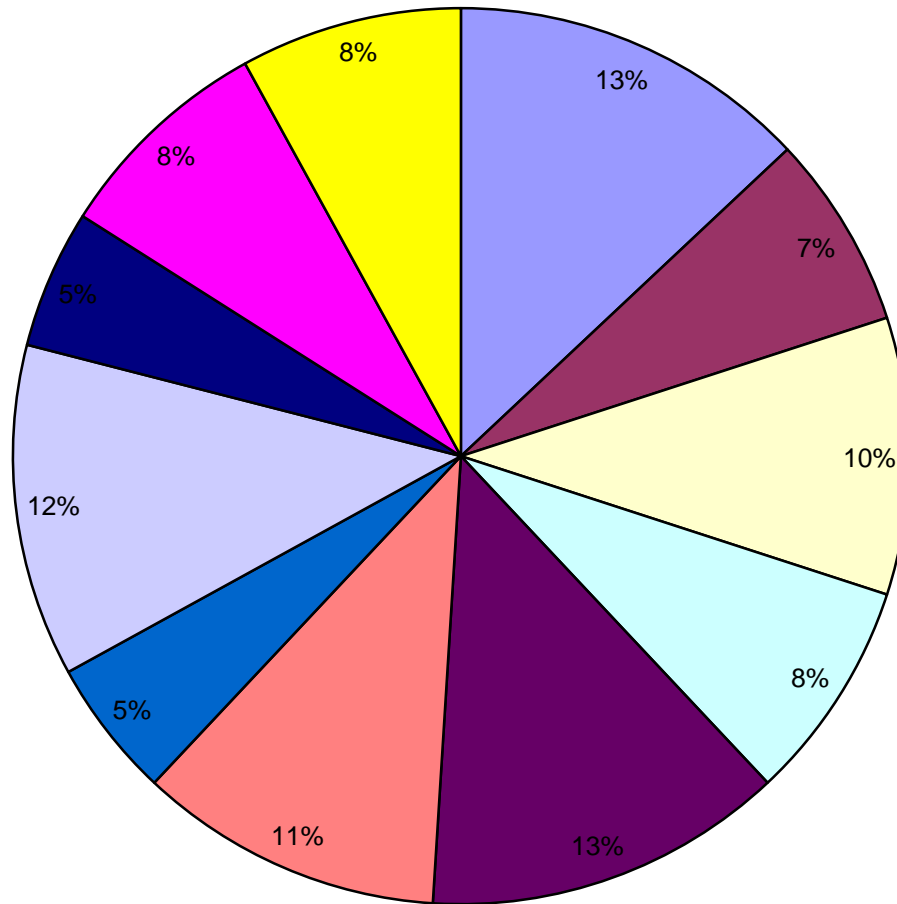


- Names based on sexual orientation
- Names based on intelligence
- Names based on how "masculine or feminine" students appear or behave
- Names based on who one's friends are or how someone fits in socially
- Curses and other generally hostile or mean comments

Verbal Bullying at School



Student Response to Bullying



- Ignored the bully
- Tried to avoid situation
- Walked away or left
- Verbally told the person who bullied to stop
- Used insulting words back
- Hit or physically reacted
- Cried or expressed fear in another way
- Got support from a friend
- Told an adult at school
- Told a parent or family member
- Told no one or did nothing

Abstract

Helper Junior High School was selected as one of the priority schools for the implementation of the GEAR UP program. This is a Federal Department of Education program which stands for Gaining Early Awareness and Readiness for Undergraduate Programs. Its goal is to help eighth and ninth grade students prepare academically and financially to attend college. Students eligible for free or reduced lunch were eligible for participation. Participation was voluntary with parental approval required.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Helper Junior High District: Carbon

Target Group: Any eighth or ninth grade student receiving free or reduced lunch

Target Group selection is based on the following data/information/school improvement goal: School improvement goal: increased/improved academic performance

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
<p>Increased/improved school performance</p> <p>Gear Up Goals:</p> <ol style="list-style-type: none"> 1. improve competency which includes basic skills required for college readiness and entrance 2. help students successfully pass the UBSCT and ACT 3. gain access to college education through scholarships and financial aid to pay for college education 	<p>Domain:</p> <p>Academic/learning development</p> <p>Standard A</p> <p>Objective 2</p> <p>Gear UP Goals</p>	<p>Small group tutoring available 4 days each week</p> <p>AM session 7:30-8:15</p> <p>PM session 3:10-3:40</p>	<ol style="list-style-type: none"> 1. Counseling Secretary/Gear Up Coordinator 2. Tutors provided by CEU 	<p>Data will be gathered from end of quarter report cards- Including:</p> <p>GPA comparison</p> <p>Attendance</p> <p>Citizenship</p>	<p>October 3, 2006- April 27, 2007</p>	<p>9 started 6 completed</p>

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Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Helper Junior High

District: Carbon

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
K Kone	Any 8 th or 9 th grade student receiving free or reduced lunch	Students bring needed study materials	October 3, 2006 to April 26, 2007	<p>Number of students starting project 9</p> <p>Number of students completing project 6</p>	Quarter to quarter comparison of GPA, citizenship grades, and attendance	<p>Quarter to quarter comparison reflect:</p> <ol style="list-style-type: none"> 1. little or no improvement in GPA 2. students maintained good attendance records 3. citizenship grades showed minor improvements 4. 6 out of 9 student finished project 	<p>Despite lack of significant gains, students who completed program had access to before and after school tutoring</p> <p>Goal of Gear Up is to help prepare students academically and financially to attend college</p>

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Abstract
Closing the GAP Large Group 2006-07
Mont Harmon Jr. High
Carbon District

One of the Mont Harmon Jr. Highs school improvement goals is to increase student's awareness of their responsibility to plan and meet their educational goals. Ninth grade is a turning point and all choices affect student's graduation status.

To determine what ninth graders knew about what was required for the next four years I gave a pre test in September to all ninth graders in their Geography class. A total of 190 pre tests were collected and scored. There were a lot of students who were unaware of the requirements that were mandated.

I went into the geography classrooms at the end of each quarter and had each student track their own credit to determine how much more they needed and if they were deficient. We also talked about the UBSCT and the Writing Assessment each time. Our district also requires a Language Arts writing portfolio so that became a focus also. English teachers were extremely helpful in getting this information across. In January and February we held individual SEOP conferences and reviewed the information again for the student and parent and packets were sent home with the information.

On May 20, 2007 I went back into the geography classes and gave a post test to determine how much they had learned. There were 161 students that took the post test.

The data showed an increase in all areas. Many more students understand what their responsibility is to graduate and can take the proper steps to get there.

Utah CGCP-Guidance Activities Action Plan (Large Group) 2006-2007

School: **Mont Harmon Jr. High**

District: **Carbon**

Target Group: **All 9th grade students at Mont Harmon Jr. High**

Target Group selection is based upon the following school improvement goal: **Increase student's awareness of their responsibility to effectively plan and meet educational goals.**

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the DRSL	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson presented in Class	Evaluation Methods
Graduation requirements for Carbon High School including: Credit requirements in each area UBSCT info DWA 11th grade Language Arts Portfolio	Students will acquire the knowledge to evaluate where they stand with credit and plan for future years and be aware of the 3 other requirements for graduation at Carbon High School	Pre-Test Post Test Designed by the counselor Information sheets used during the SEOP process Worksheets created by the counselor	September 2006 May 2007	205	Lessons will be presented in all 9th grade Geography classes along with Pre-test and Post-test Information will also be presented during individual SEOP conferences	Pre and Post Test

Principal Signature: Kerry Jensen

Date: 9/14/06 Staff Presentation 09/06

Prepared By: Karee Hunt

Results Report (Large Group) 2006-2007

School: **Mont Harmon**

District: **Carbon**

Counselor	Target Group	Start Date End Date	Process Data	Pre and post test attainment	Results	Implications
Karee Hunt	All 9th grade students	September 2006 May 20, 2007	190	190 took pre test 161 took the post test	See attached	The data indicates that many more students understand what they need to do in order to graduate from CHS. Students can now take this knowledge and plan for the next three years.

Kerry Jensen
Principals Signature

06/03/07
Date

Data Large Group Action Plan
Mont Harmon Jr. High 2006-07
Graduation Requirements Carbon School District

Question	Pre Test Correct	Post Test Correct	Percentage + or -
Total Credits	47/190 24%	147/161 91%	+67%
Lang. Arts	66/190 34%	126/161 78%	+44%
Social Studies	75/190 39%	74/161 45%	+6%
Math	46/190 24%	81/161 50%	+26%
Science	46/190 24%	81/161 50%	+ 26%
Fine Arts	72/190 37%	108/161 67%	+30%
Healthy Life	68/190 35%	93/161 57%	+22%
CTE	18/190 9%	82/161 50%	41%

Data for Other Requirements

Requirement	Pre-Test Correct	Post Test Correct	Percentage + or -
UBSCT	28/190 30%	95/161 59%	+29%
Writing Assess	14/190 7%	58/161 36%	+29%
Portfolio	6/190 3%	88/161 54%	+51%

Number of students who new what an SEOP was

	Pre Test Correct	Post Test Correct	Percentage + or -
SEOP	13/190 6%	109/161 67%	+61%